
Course Title: Academic Writing

Course No.: Eng. Ed.714
Nature of the course: Theoretical
Semester: First

Credit hours: 3
Teaching hours: 48

Course Introduction

This course aims to introduce the skills and strategies of academic writing to the students so that they can enter into the world of academia comfortably and come out with the products like abstracts, conference papers, seminar papers, research articles, and theses. The course consists of 5 modules. Each of the five modules describes a key transition that needs to be accomplished in order to become a successful scholar/author. The first and the second module expose the students to the features of academic writings, while the third module engages them into the various forms of academic writing. It introduces students university level inquiry, analysis, and argument. This guides them to produce essays that use evidence and sources in increasingly complex ways. Further, this module teaches students to see that academic writing is a social act in which they are expected to work responsibly with the ideas of others. The fourth module familiarizes them with the style guidelines regarded as prerequisite in the advanced level academic writing, and the last unit helps them produce their dissertation and publish their work.

Objectives

General objectives of this course are as follows:

- a) To introduce the students to the world of academic writing and encourage students to initiate, sustain, and complete academic writing tasks,
- b) To sharpen their skills in the styles and formats of academic writing,
- c) To engage the students in different types of academic writing: proposals, abstracts, reviews, critiques, and other scholarly works,
- d) To hone students with academic and research writing and
- e) To enable them to write for publication.

Module 1: Introduction to Academic Writing

Duration: 3 Weeks

Hours: 8

Learning Outcomes

Students will be able to define and explore important aspects of academic writing. By exploring the iterative nature of writing, which characterizes all writing, they will be able to unravel some of the paradoxes that are inevitable part of writing process. This module presents matrix for the development of writing strategies that can form a useful framework for building positive approaches to writing avoiding unhelpful routines and habits. By focusing on creative, energized and confident approaches to academic writing, students will be introduced to techniques to generate and free up their thought processes.

Contents

- 1.1. Starting to write
 - 1.1.1 Assessing the current writing ability
 - 1.1.2 Critical skills and attitudes for a writer
- 1.2. Defining and understanding academic writing
 - 1.2.1 The iterative continuous nature of academic writing
 - 1.2.2 Who is an author?
 - 1.2.3 Metaphors for academic writing
 - 1.2.4. Language focus -1: The vocabulary shift—verbs/nouns/other styles features
Language focus – 2: Linking words and phrases
- 1.3. Advancing and retreating in academic writing
 - 1.3.1 Language focus-3: Verbs in defining and naming / Mid-position adverbs

Teaching and Learning strategies

Week 1:

- Starting to write
- Defining and understanding academic writing

Preparation: Students are provided with reading materials and reflective questions prior to the class and they are expected to read the materials and come up with ideas, queries and reflections related to the contents. Students are required to go through the readings and come up their take on questions: How often do they write? What strategies do they use when they write? What is academic writing? Who are academic writers? What academic skills do they need to possess?, etc. In addition, in the class, they will be asked to assess their own writing ability.

Presentation: The teacher explains the different facets of academic writing and responds to the questions mentioned above. The teacher focuses on the nature and characteristic features of academic writing with examples. The lecture session will be followed by the group-work and presentations by students.

Practice/Group Work/Workshop: Students work either individually or in a group of 3/4 and discuss their understanding on academic writing. They can also be asked to list the ways through which they can improve their writing.

Week 2

- Defining and understanding academic writing
- Language focus: 1) The vocabulary shift—verbs/nouns/other styles features and 2) Linking words and phrases

Preparation: Students are provided with reading materials and reflective questions prior to the class and they are expected to read the materials and come up with ideas, queries and reflections related to the contents. They will be also asked to come up with their publications (if any).

Presentation: The teacher will introduce academic writing and discuss the nature of academic writing along with the paradoxes involved in it. The lecture will be followed by discussions and students' presentations.

Practice/Group Work/Workshop: They can be asked to define academic writing, explain the nature of academic writing, etc., They will write a matrix for developing their writing strategy. The session will be followed by the group-work and presentations by students.

Week 3

- Advancing and retreating in academic writing
- Language focus -3: Verbs in defining and naming / Mid-position adverbs

Preparation: The teacher will provide the students with the materials in advance. They are required to read some academic essays. They are required to come up with their reflections. They will summarize they have learnt.

Presentation: The teacher will present on advancing and retreating in academic writing. The lecture will be followed by discussions and students' presentations.

Practice/Group Work/Workshop: They can be asked to define the retreat and advance phases in academic writing. They will also work on the downside of advancing. In addition, they will in a group and develop a checklist for getting started and becoming creatively engaged with their academic writing.

Assignments/Activities

1. Write an email/a letter to your professor introducing yourself. You might include your interests, assess your strengths and weakness as a writer and or perhaps ask about an aspect of writing that puzzles or frustrates you.
2. Read and respond: *Academic Words in Education Research Articles: A corpus study* by Mozaffari & Moini
3. Read the texts given and discuss why the text "A" is academic and text "B" is less academic (The instructor will provide the students with two different texts and students are required to distinguish between them.)
4. Find three journal Abstracts from three articles published by three different publishers namely Elsevier (e.g., *System: An International Journal of Educational Technology and Applied Linguistics*), Routledge and OUP. Analyze the journal abstracts with following questions in mind: How is the rationale or problematic established? How is the paper structured? How is the contribution branded?
5. Write a descriptive essay on "Personal and academic writing: A debate".

Recommended Readings

- Bailey, S. (2015). *Academic writing: A handbook for international students*. London: Routledge.
- Cargill, M., & O'Connor, P. (2013). *Writing scientific research articles: Strategy and steps*. New York, NY: Wiley.
- Hammond, G. (2010). *Thoughtful writing*. New York: Kendall Hunt.
- Hartley, J. (2008). *Academic writing and publishing*. London: Routledge.
- Jalongo, M. R., & Saracho, O. N. (2016). *Writing for publication*. Indiana: Springer International Publishing.
- Murray, R., & Moore, S. (2006). *The handbook of academic writing: A fresh approach*. Berkshire: McGraw Hill Open University Press.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students*. Michigan: The University of Michigan Press.

Module 2: Scholarly Writing

Duration: 2 Weeks

Hours: 7

Learning Outcomes

This module acquaints the students with the core skills of academic writing which are valued in academia. Students will be able to craft the texts to persuade their audiences. By understanding what “reader friendly scholarly writing” is, they will be able to communicate complex ideas in a straightforward, clear and elegant manner.

Contents

- 2.1. The writing process: An overview
- 2.2. Argument in academic writing
- 2.3. Voice in academic writing
- 2.4. Creativity and authorship
- 2.5. Generating ideas for manuscripts
- 2.6. Facts, inferences, and theses
- 2.7. Systematic patterns of thought
- 2.8. Language focus -4: ...ing clauses to indicate cause and effect/ comparisons/ prepositions of time/ identifying the source/ active/ passive voice/ summary reminder phrases/ citation and tense

Teaching and Learning strategies

Preparation: The teacher will provide the students with the materials in advance. They are required to come up with their reflections. They are expected to come up with their take on, for example: What is argument in academic writing? What does it entail? What is an inference? What is the difference between a fact and an inference? What is a thesis statement?

Presentation: The teacher will present on scholarly writing and other forms of written composition. The lecture will be followed by discussions and students’ presentations.

Practice/Group Work/Workshop: Students work either individually or in a group of 3/4 and discuss their understanding of scholarly writing. They can also be asked to present different facets of academic writing.

Week 3/4

- Systematic patterns of thought
- Argument in academic writing
- Voice in academic writing
- Creativity and authorship

Week 5/6

- Generating ideas for manuscripts
- Creativity and authorship
- Facts, inferences, and theses
- The writing process: An overview
- Language focus -4: ...ing clauses to indicate cause and effect/ comparisons/ prepositions of time/ identifying the source/ active/ passive voice/ summary reminder phrases/ citation and tense

Assignments /Activities

1. Read and respond: Plagiarism in English academic writing: A comparison of Chinese university teachers' and students' understandings and stances by Lei
2. Recalling and writing telling Detail: Think back to the home you grew up in. Write down some detail from your kitchen or attic or basement that would, by itself, give your teacher and class some idea of the character of either your father or your mother. In class, compare what you come up with with the attempts of your classmates. Students will also be given reading on Telling Details (Hammond, 2018)
3. Write an augmentative essay on “Why should I write a Research Paper?”
4. Review articles from Journals: System, Language Teaching Research, ELT forum and find information on aims, procedures, participants, results, explanation, and conclusion, patterns of thought, voice and arguments.

Recommended Readings

Hammond, G. (2010). *Thoughtful writing*. New York: Kendall Hunt.

Jalongo, M. R., Saracho, O. N., & (2016). *Writing for publication*. Indiana: Springer International Publishing.

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students*. Michigan: The University of Michigan Press.

Module 3: Academic Writing as an Inquiry Process

Duration: 6 Weeks

Hours: 16

Learning Outcomes

This module presents an overview of academic writing as a process motivated by inquiry, and is followed by chapters that offer strategies for reading critically and working with other writers' ideas. This encourages students to practice “writerly” reading- reading texts as writers. The scholars will be able to the address the nuts and bolts of getting started on writing, from how to mark a text to forming questions and developing a working thesis. Students will develop and support their theses by providing a range of strategies for finding and working with sources, for example showing students the ways they can use summary, paraphrase, and synthesis in the service of their purposes as writers. Further, this module links “writerly” reading with the ability to practice “readerly” writing.

Contents

- 2.1. Starting with inquiry
- 2.2. From reading as a writer to writing as a reader
- 2.3. From identifying claims to analyzing arguments
- 2.4. From identifying issues to forming questions
- 2.5. From finding to evaluating sources
- 2.6. From summary to synthesis
- 2.7. From ethos to logos
- 2.8. From introduction to conclusions
- 2.9. From revising to editing

2.10. Language focus-6: Showing similarities and differences/ Stating opinions/
Evaluative language

Teaching and Learning strategies

Preparation: The teacher will provide the students with the materials in advance. They are required to come up with their reflections. They will summarize they have learnt.

Presentation: The teacher will present on “academic writing as an inquiry process”. The session will be followed by discussions and students’ presentations.

Practice/Group Work/Workshop: Students work either individually or in a group and discuss their understanding of academic writing as an inquiry process. They will be asked to present/discuss different dimensions of inquiry process in academic writing. They will also work on/answer the questions given in the assignment section below.

Week 6

- Starting with inquiry
- From reading as a writer to writing as a reader

Week 7

- From identifying claims to analyzing arguments
- From identifying issues to forming questions

Week 8

- From finding to evaluating sources

Week 9

- From summary to synthesis

Week 10

- From ethos to logos
- From introduction to conclusions

Week 11

- From revising to editing
- Language focus-6: Showing similarities and differences/ Stating opinions/ Evaluative language

Assignments/Activities

1. Find an advertisement for a political campaign and write down anything about what you observe in the ad that puzzles you or that challenges your beliefs and values. Next, write down questions you might have (Do things have to be this way?). Finally, write down other ways you think the ad could persuade you to vote for this particular candidate (Maybe this could happen another way instead.)
2. Write a rhetorical analysis of . . .
3. Respond to the reading: *The war between being an academic and being a writer by Elbow (1995).*
4. Find three issues from an area of your research interest, describe the situations, and derive questions from the issues.
5. Read the following texts/articles and then analyze/annotate them using models suggested by Greene and Lidinsky.
6. Summarize/paraphrase/synthesize the texts

7. Discuss the language and strategies the writers use in the following passages/visulas to connect with their audience, in particular their appeals to ethos, pathos and logos.
8. Write the strategies you use to drafting your introductions or conclusions.
9. Write a personal/narrative/persuasive essays on . . .

Recommended Readings

Greene, S., & Lidinsky, A. (2016). *From inquiry to academic writing* (Boston: Bedford/St. Martin's.

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students*. Michigan: The University of Michigan Press.

Module 4: The Craft of Writing

Duration: 2 Weeks

Hours: 6 hrs

Learning Outcomes

This module presents comprehensive information on specific manuscript parts. Students will also be able to identify and explore and what and how of APA style guidelines.

Contents

- 3.1 Writing for behavioral and social sciences
- 3.2 Manuscript structure and content
- 3.3 Writing clearly and concisely
- 3.4 The mechanics of style
- 3.5 Crediting sources
- 3.6 Language focus-7 : Indirect questions/ Verbs in Indicative and Informative Location
Statements/ Inversions/ Negative openings in move

Teaching and Learning strategies

Preparation: The teacher will provide the students with the materials in advance. The major instructional approach of this course is the combination of lecture and workshop. They are required to read some academic essays. They are required to come up with their reflections. In the class, they will summarize they have learnt.

Presentation: The teacher will present on different facets of the art and the crafts of academic writing.

Practice/Group Work/Workshop: Students work either individually or in a group of 3/4 and discuss their understanding of art and the crafts of writing.

Week 12

- Writing for behavioral and social sciences
- Manuscript structure and content
- Writing clearly and concisely

Week 13

- The mechanics of style
- Crediting sources
- Language focus-7 : Indirect questions/ Verbs in Indicative and Informative Location Statements/ Inversions/ Negative openings in move

Assignments/Activities

1. Read and respond: Becoming researchers by Xu (2014)
2. Find a theoretical article from a ranked journal and discuss how it is different from empirical studies.
3. Write a theoretical article on . . .
4. Write a research/persuasive /narrative /descriptive on . . .

Recommended Readings

Elements of style for writing scientific journal articles. (2013). Oxford: Elsevier.

Publication manual of the American psychological association (7th ed). (2019). Washington DC: American Psychological Association.

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students*. Michigan: The University of Michigan Press.

Module 5: Academic Writing and Publishing

Duration: 3 Weeks

Hours: 11 hrs

Learning Outcomes

This unit guides the scholars through the process of writing and publishing. Packed with examples this module discusses the nature of academic writing and examines how different Individuals tackle the task; dissects the journal article and outlines research findings on how to write its constituent parts; examines other types of academic writing: books, theses, conference papers, letters to the editor etc.; describes other aspects of academic writing-dealing with publishing delays, procrastination and collaborating with others.

Contents

- 5.2. Turning coursework into articles
- 5.3. The academic article
- 5.2. Other genre; books, theses, literature reviews, conference papers, tables and graphs, posters, book reviews
- 5.3. Other aspects of academic writing
- 5.4. Language focus -8: Linking as clauses/ An Introduction to qualifications and strength of claim/ Specific ways of moderating or qualifying a claim

Week 14

- Turning coursework into articles
- The academic article

Week 15

- Other genre; books, theses, literature reviews, conference papers, tables and graphs, posters, book reviews

Week 16

- Other aspects of academic writing
- Language focus -8: Linking as clauses/ An Introduction to qualifications and strength of claim/ Specific ways of moderating or qualifying a claim

Teaching and Learning strategies

Preparation: The teacher will provide the students with the materials in advance. They are required to come up with their reflections. They will summarize they have learnt. They will be asked to list some journals of international repute in their fields.

Presentation: The teacher delivers the lesson through lectures and power point presentations. The session will be followed by discussions and students' presentations.

Practice/Group Work/Workshop: Students work in a group. They will be asked to reviewing articles from Journals such as System, Language Teaching Research, ELT forum and OUP. They are required to assess the articles in terms of the components proposed by Hartley.

Assignments/Activities

1. Write a research article on . . .
2. Write a review of a book . . .
3. Design a conference/poster paper to present at an international conference.
4. Review five articles from Journals of international repute of your field of study such as System, Educational psychology, Language Teaching Research, ELT forum, etc. and discuss in detail the components used in the articles.

Recommended Readings

APA. (2020). *Publication manual of the American psychological association* (7th ed.). Washington DC: American Psychological Association.

Bailey, S. (2015). *Academic writing: A Handbook for International Students*: London: Routledge.

Hartley, J. (2008). *Academic writing and publishing*. London: Routledge.

Jalongo, M. R., & Saracho, O. N. (2016). *Writing for publication*. Indiana: Springer International Publishing.

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students*. Michigan: The University of Michigan Press.

General Techniques

Lecture cum workshop: In this method, students are provided reading materials and reflective questions prior to the class and they are expected to read the materials and come up with ideas, queries and reflections related to the contents. In the class, the teacher first delivers the lesson mainly through lectures and power point presentations. The lecture and presentation provide introductions to essential theories, information and examples. The function of this delivery is to provide the students with the necessary tools and background for further independent study. The lecture session will be followed by the group-work and presentation by students. The group work provides the students with the opportunity to work collaboratively on a piece of work or content and often includes the presentation of

collaborative findings. At the end of each session, the teacher summarizes the lessons and provides information for the next lesson.

Independent study: Independent study by the students is encouraged to explore more on the course materials to their own interests and requirements as well as encourage them to develop your own learning styles. All students undertake an independent study on their choice of relevant issues and produce term papers as a part of the program requirements.

Guest lecture: The Graduate school sometimes invites speakers who are experts in a particular field of the study. The purpose of this arrangement is to enrich this course through the inclusion of relevant, specialized knowledge.

Evaluation scheme

Internal evaluation: 60%

Regularity and class participation (6)

Workshop presentation (10):

Written works (Annotation of sources/ Paper on any issue/Research proposal/Research article (44)

The written assignments will be of two kinds:

i) Two short term papers (2 x 12)	24
ii) Long term paper/essay/project work	20
Total	60

External evaluation: 40%

At the end of semester, written examination will be conducted by the Examination Division, Dean's Office. The types and number of questions to be included in the test are as follows:

i) Short answer questions (4 x 5)	20
ii) Essay type question (2 x 10)	20
Total	40

References

- Bailey, S. (2015). *Academic writing: A handbook for international students*: London: Routledge.
- Bauman, M.G. (2007). *Ideas and details* (6th ed.). Boston: Thomson Wadsworth.
- Booth, W. C., Colomb, G. G. , & Williams, J.M. (2016). *The craft of research*. Chicago: The University of Chicago Press.
- Graff, G. & Birkenstein, G. (2014). *They say/I say: The moves that matter in academic writing*. New York: W.W.Norton 7 Company.
- Pecorari, D. (2010). *Academic writing and plagiarism*. London. Continuum International Publishing Group.
- Richards, J. & Miller S. (2005). *Doing academic writing in education*. New Jersey. Lawrence Erlbaum Associates, Inc. Publishers.